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THE EVENING SCHOOLS OF COLONIAL NEW YORK CITY

ROBERT FRANCIS SEYBOLT PH. D.

Reprinted from the Fifteenth Annual Report of the State Department of Education

ALBANY
THE UNIVERSITY OF THE STATE OF NEW YORK
1921

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Chapter 13

THE EVENING SCHOOLS OF COLONIAL NEW YORK CITY.

(after 1664)

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The principle of free schools is broad in its scope. It not only intends that educational opportunities should be afforded to the young in day schools but also that the many who, because of economic conditions, must leave school as soon as law permits, should likewise be afforded the opportunity of free schooling. It was appreciated a long time ago that many of these could not be reached in any other form of school except through evening schools. The history of the free school movement in this State would hardly be complete without a history of the evening schools inaugurated in the city of New York.

The evening schools of New York City have a history well worth recording. Established in the seventeenth century, and continuing uninterruptedly to the present day, they have played a prominent part in the solution of the problem of providing education for all classes. The essential characteristics of evening school practice at the present time find their origins in the colonial period.

There were several types of evening schools in colonial New York City. The available records indicate that the earliest, those of the late seventeenth and early eighteenth centuries, offered instruction only in the rudiments — reading, writing and cyphering. It is probable that these were attended exclusively by apprentices. In some few instances, adults may have received such evening instruction, but on this matter the records are silent.

One of the earliest references to the practice of sending apprentices to school, in New York City, occurs in a Harlem indenture dated November 25, 1690, in which the master promised that his apprentice "shall have the privilege of going to the evening school."[1] According to a New York City indenture of October 1, 1698, the apprentice was to be given "his winter's schooling."[2] From

[1] Harlem Records, II, 529. (Manuscript folio volume, owned by Title Guarantee and Trust Company of New York City.)

[2] Citty of N. Yorke Indentures, begun February 19, 1694 and ends Jan. ye 29th 1707, 47. (Manuscript folio volume, preserved at the city hall of New York City.) See also Harlem Records, II, 543; Citty of N. Yorke

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indentures of a later date we learn that the evening school was kept in the winter. An indenture of November 18, 1701 contains the provision: "in the Evenings to go to School each Winter to the End he may be taught to write and read."[3] In some instances the master promised to give his apprentice "One Quarter of a year's Schooling,"[4] in others "Every winter three Months Evening Schooling."[5] An indenture dated January 20, 1720 combines the two preceding provisions into "a Quarter or three Months Schooling in every Winter."[6] And the particular three months, or quarter, during which the evening school was held is indicated in an indenture of February 24, 1719, in which the master agreed to "put him to school three Months in Every Year during the said apprenticeship Immediately after Christmas in Every Year to the Evening School to learn to Read and Write."[7] Frequently the indentures refer to these three months as "the usual times in the Winter Evenings," or the "Customary" period.[8] That the evening school was held only at this time is indicated by these references, and by an indenture of June 9, 1726, in which the apprentice is "to go to School during the time that is customary here to keep Night School."[9]

The records also reveal the fact that there was more than one evening school in New York City. An indenture of October 17, 1705 contains the master's covenant "to lett him [the apprentice] have in Every Winter three Months Learning *att any Evening School within this City*, and to pay for the same."[10] Another master, in

Indentures, 90, 81, 155; Liber 29, 19, 7, 31, 60, 67, 73, 117, 230, for indentures of 1698–1724. (Manuscript folio volume, labeled "Liber 29," containing "Indentures Oct. 2, 1718 to Aug. 7, 1727. Library of N. Y. Hist. Soc.)

[3] Citty of N. Yorke Indentures, 81.

[4] Ibid, 60. Indenture of Jan. 20, 1700.

See also indentures of 1718–1726 in Liber 29, 1, 30, 14, 54, 110, 123, 129, 152, 156, 181, 196, 199, 220, 227, 241, 244, 261, 264, 266, 268, 270, 275, 284, 286. 303, 312, 314, 324, 325, 327, 354, 358.

[5] Citty of N. Yorke Indentures, 62, 107, 128, 143, 158.

See also indentures of 1701–1726 in Liber 29, 3, 13, 44, 45, 55, 59, 70, 86, 90, 102, 112, 110, 151, 158, 168, 172, 216, 232, 230, 242, 320, 349.

[6] Liber 29, 94.

[7] Ibid, 55. See also Ibid, 123, indenture of July 30, 1705: "to allow him Evening Schooling Every Winter from Christmas as is Customary"; 139, indenture of Jan. 18, 1722: "Schooling in Winter Evenings from Christmas"; 289, indenture of June 1, 1725: "Every Quarter after Christmas"; 346, indenture of May 1, 1726; "Eavening scholling from Christemis Eavery year of the said term."

[8] Ibid, 34, 36, 102, 212, 216, 225. Indentures of 1717–1724.

[9] Ibid, 318.

[10] Citty of N. Yorke Indentures, 128.

1720, agreed to send his apprentice "One Quarter of a Year in Each Year of the said Term to a good Evening School."[11] A 1690 indenture mentioned above reveals the existence of an evening school in Harlem, which was within the jurisdiction of New York City.

It may be fairly assumed that many New York apprentices went to evening schools. As a rule apprentices could not be spared during the day; they were more or less constantly employed by their masters. Thrifty schoolmasters keen to take advantage of this situation opened evening schools. The writer found one hundred eight indentures which contained provisions for sending apprentices to evening schools. Of this number, not one indicates that girls attended these schools. It is safe to say that they did not. Some few girl-apprentices did attend day schools, however. An indenture of June 11, 1724 contains the following provision for a girl: "Schooling to Learn to read."[12] A certain number of apprentices, boys and girls, attending schools conducted by the Society for the Propagation of the Gospel in Foreign Parts, and it is probable that the education of many poor-apprentices was taken care of by this society.

The province of New York made no provision for establishing free evening schools. These schools were privately conducted, and tuition fees were charged. It was customary for the master to pay all charges for the instruction of his apprentices. Sometimes this was specifically mentioned in the indenture: the master "shall at his own Charge put his said Apprentice to School."[13] In one instance the apprentice was "to go to the winter Evening School at the Charge of his father"[14]; in another, it was agreed that the apprentice should go to "Night School three Months in every Year dureing the said term his father to pay one halfe of Said Schooling and his Master the other halfe;"[15] and in a third, he was "to go to

[11] Liber 29, 80.

[12] Ibid, 218.

[13] Ibid, 36. Indenture of Aug. 1, 1717.

Ibid, 128. Indenture of Oct. 17, 1705: master "to pay for the same"; 14. Indenture of Dec. 4, 1717; 5. Indenture of Sept. 1, 1718: "at the Charge of the said Master"; 15. Indenture of Oct. 15, 1718; 90. Indenture of May 1, 1719; 32. Indenture of Aug. 1, 1719; "Masters Cost and Charge"; 158. Indenture of Feb. 7, 1722; 236. Indenture of Feb. 26, 1723: "at my one Cost and Charge"; 327. Indenture of Nov. 26, 1725.

[14] Ibid, 31.

[15] Ibid, 13. See also Citty of N. Yorke Indentures, 90. Indenture of Oct. 20, 1701: "the father shall provide and pay for two winters Nights scooling and his said Master Shall allow him two halfe Winters Schooling."

School during the time that is customary here to keep Night School his friends paying for the same."[16] But these were exceptions; the master in most cases assumed all expenses of maintaining and educating his apprentices.

The curriculum of the evening schools conformed to the educational needs of the New York apprentice. According to the records, they offered instruction in reading, writing and cyphering. The evidence of the indentures indicates that these subjects were taught singly, or in any combination desired. An indenture of October 14, 1700 provides for sending the apprentice to the "winter school *to learn to read* as long as the school time shall last."[17] In other instances the apprentice was permitted "in the evenings to go to School Each Winter to the End that he may be taught *to write and Read,*"[18] or to "Learn *Writing and Cyphering* at the usuall Winter Seasons."[19] The most popular provision, however, was: "One Quarter of a Year in Each Year of said Term to a good Evening School in Order to be well instructed in *reading, writing Accounting* and the like."[20]

[16] Liber 29, 318. Indenture of June 29, 1726.

[17] Harlem Records, II, 543.

[18] Citty of N. Yorke Indentures, 81. Indenture of Nov. 18, 1701. See the following indentures in Liber 29:

59 (Feb. 9, 1719): "three Months to School to Learn to Write and Read."

55 (Feb. 24, 1719): "School . . . Every Year . . . to learn to Read and Write."

69 (Dec. 9, 1719): "school at Suitable Times . . . to learn to Read and Write."

83 (Apr. 26, 1720): "Schooling to Read and Write."

119 (Nov. 18, 1720): "Every Winter . . . Evening School . . . to Read and Write."

117 (Feb. 1, 1721): "Evening Schooling . . . to Read and write English."

212 (July 10, 1722): "to Read and write English . . . in Winter Evenings."

[19] Liber 29, 36. Indenture of Aug. 1, 1717. See the following in Liber 29:

36 (Aug. 1, 1717): "School to Learn Writing and Cyphering."

78 (Apr. 16, 1718): "Evening School . . . to learn to write and cypher."

34 (Aug. 6, 1719): "write and cypher at the usual times in the winter."

102 (May 1, 1720): "School . . . Evenings to Learn Writing and Cyphering."

193 (Sept. 1, 1723): "Night School . . . writeing and Arithmetick."

[20] Liber 29, 80. Indenture of Aug. 1, 1720. See the following in Liber 29:

82 (Nov. 8, 1720): "Evening School . . . Reading and Writing and Arithmetick."

190 (Nov. 6, 1722): "Schooling to Read write and Arithmetick."

241 (Jan. 31, 1723): "Evening School to Read write and Cypher."

197 (Aug. 1, 1723): "School . . . on Winter Evenings . . . to Read write and Cypher."

The purpose of this education for apprentices may be well expressed in the words of an indenture of December 7, 1724, which made provision for teaching the boy to "Read write and Cypher so far as will be Sufficient to Manage his Trade."[21]

It is interesting to note the content of the course in "cyphering," or arithmetic, pursued by the apprentice. A Westchester indenture of July 1, 1716 makes provision for teaching the apprentice to "Read Write & Cast Accompts to so far as the Rule of three."[22] Sometimes this description was added to in the following manner: "Cypher as far as the rule of three direct inclusive."[23] The most complete statement of the composition of this subject occurs in a New York City indenture of May 20, 1720, in which the master agreed to provide instruction in "writing and cyphering So far as Addition Subtraction and Multiplication."[24] In some instances the apprentice was to be taught "to Cypher so as to keep his Own accounts,"[25] or "so far as he be able to keep his Booke.[26]

Obviously the evidence of the indentures of apprenticeship is somewhat incomplete. They indicate in a matter-of-course manner,

266 (Dec. 25, 1723): "Every Winter one Quarter . . . to Read writ and Cypher."

314 (Jan. 4, 1724): "Every Winter . . . Eveven Skool . . . to Read write en syfer."

225 (July 26, 1724): "School . . . in the Winter . . . to Reade write and Cypher."

278 (Oct. 5, 1724): "Winters to School . . . to Read write and Cypher."

229 (Oct. 26. 1724): "Winter Season . . . to School . . . to Reade write Cypher."

280 (June 1, 1725): "Reading writing and Cyphering at the Cost . . . of Master."

289 (June 1, 1725): "to read and write . . . every Quarter . . . and Syfer two Quarters."

[21] Liber 29, 282.

[22] Westchester Records, 1707–1720, 254½. (Manuscript folio volume in New York Hall of Records.)

[23] Flushing Town Records, 1790–1833, 104. Indenture of Oct. 31, 1816. See Ibid, 16. Indenture of Jan. 4, 1817: "to cypher as far as the rule of three direct." (Manuscript folio volume in N. Y. Hall of Records.)

[24] Liber 29, 97.

[25] Ibid, 276. Indenture of Feb. 1, 1722.

[26] Westchester Records, 1711–1730. July 23, 1725. (Manuscript folio volume in New York Hall of Records. Pages not numbered.)

Huntington Town Records, II, 518. Indenture of Sept. 7, 1772: "to read write & Arethmatick so as to keep a good Book."

(The material embraced by notes 1–26 is taken from R. F. Seybolt, Apprenticeship and Apprenticeship Education in Colonial New England and New York, N. Y., 1917.)

that elementary evening schools were common during the period considered, and that the customary curriculum comprised reading, writing and arithmetic. Additional light is thrown upon these schools by the newspapers; in fact, for this purpose, they constitute our best sources. After the establishment of the first New York newspaper, in 1725, advertisements of evening schools are numerous, and by piecing them together we can build up a more complete account of the actual schools.

In the New York Gazette of December 18, 1749, we find the following advertisement:

> Reading Writing and Arithmetick, taught by Thomas Evans, at the House of Mr. Bingham, Shoemaker, near the New-Dock, where he will give due Attendance for Night School, commencing the first Day of January next.[27]

From the New York Mercury of August 31, 1761, we learn that "Samuel Bruce . . . Opens his Night School in Wall Street, the 21st of September next, where he continues teaching Reading, Writing, and Arithmetic in the best Manner,"[28] and from the New York Gazette and Weekly Mercury, September 29, 1777, that Thomas Wiley, "Late Usher to Mr. Joseph Hildreth, Master of the Charity School," who taught "Reading, Writing, and Arithmetic," "has now opened his Night School."[29]

These advertisements not only contain information concerning the names of the schoolmasters, and the places where the schools were kept, but they reveal the fact that the earlier custom of conducting evening schools only during the winter, i. e., the "three Months . . . Immediately after Christmas," no longer obtained.[30] Two of the schools mentioned above opened in September, but the length of the term was not indicated in either case. It seems probable that by the middle of the eighteenth century, the demand for evening instruction of this character could not be satisfied by schools kept only during the winter season. Schoolmasters, here and there in the city, were advertising longer periods of tuition. There was no uniformity in this matter; some taught the time-honored "quarter," and others six months, or even all year round. Hugh Hughes, in 1767, advertised that his school would

[27] Repeated in New York Gazette, Dec. 25, 1749; Jan. 1, Jan. 8, 1750.

[28] Repeated in New York Mercury, Sept. 7, Sept. 28, 1761.

[29] In 1779 Thomas Wiley opened his evening school, "opposite Trinity Church," on Sept. 20 (N. Y. Gazette and Weekly Mercury, Sept. 13, 1779); and in 1782, on Nov. 19 (Ibid, No. 4. 1782).

[30] See notes 1–9.

"commence the first of April next and continue to the first of October following."[31] A particularly pertinent advertisement, in this connection, is one inserted by Robert Leeth in the New York Evening Post, May 27, 1751:

I find it has been a Custom here immemorial, for School Masters to keep Evening Schools Winter only; But as it may suit many young People's Conveniencies to write and cast Accompts at other Seasons of the Year, I do hereby give Notice that I intend to keep an Evening School from six o'Clock till Eight, the Year round.[32]

Additional material for our description of these schools is to be found in the following advertisement:

New York, March 20, 1767.

The Subscriber proposes to open a Morning and Evening School, for the Instruction of Youth in Writing, and Arithmetic, to commence the first of April next, and to continue to the first of October following. Attendance will be given from six to eight in the Morning, and from five to seven in the Evening precisely. It is imagined that this Plan may suit some of both Sexes, who attend other Places of Education at different Periods, for other Purposes . . . . . .

HUGH HUGHES.[33]

Here the hours of "Attendance" are indicated — "from five to seven." But it must not be inferred that there was any agreement, on this matter, among the masters; in fact, considerable variation obtained. The most popular hours, however, were from six to eight.

Furthermore, this advertisement would seem to indicate that girls, as well as boys, attended evening schools. But a positive statement to this effect would not receive support from the sources. It is very probable that the girls attended the morning school, in this case. Many masters, during the eighteenth century, advertised morning schools, or morning hours, for girls exclusively.

Information concerning the rates of tuition in the elementary evening schools is not abundant. The writer was unable to find more than one advertisement containing the tuition fees of evening schools of this type. Robert Leeth, in 1752, taught "Writing at 9s. per Quarter; Vulgar and Decimal Arithmetick at 12s.," in his day school, and "Writing at 8s. per Quarter, and vulgar and decimal Arithmetick

[31] New York Gazette and Weekly Mercury, April 16, 1767. This advertisement was written by Hughes on March 20, 1767.

[32] Repeated in New York Evening Post, June 3, 1751. (Stone Street.)

[33] New York Gazette or Weekly Post Boy, April 16, April 23, April 30, May 7, May 14, May 21, June 4, 1767.

at 10s." in his evening school.[34] If we are justified in making any conclusion from this one document, we may say that the evening rates were lower than those of the day school.

More complete information on this matter is available for the practice of day schools, and it may be profitable to make a brief examination of their rates. In an elementary day school of 1735 the master taught "Reading, Writing, and Arithmetick at very reasonable Terms, which is per Quarter for Readers 5s, for Writers 8s., for Cypherers 1s."[35] Two years later, in 1737, one Joshua Ring advertised that he would "teach carefully (After the Easter Holidays) Reading, Writing, and Arithmetic at 12s. per Quarter; Reading and Writing at 10s."[36] Evidently Robert Leeth, in 1752, considered "writing at 8s. per Quarter" as fair a price as it was in 1735. The rate for arithmetic seems to have risen, but it is probable that with Leeth arithmetic was a more advanced subject than cyphering. In 1766, John Young "continues to teach as usual, Reading at 9s., Writing at 11s., and Arithmetic at 13s. per Quarter,"[37] and in 1776 Amos Bull taught "English Grammar, Reading, Writing, and Arithmetic . . . at 25s. per Quarter for each Scholar."[38] If Leeth's advertisement represents a common practice, namely, of charging lower rates in the evening schools, it may be fairly assumed that the prevailing elementary evening school rates were slightly lower than those just examined. At any rate, the day school advertisements indicate approximately the current prices for the elementary subjects.

Another type of evening school offered instruction in practical subjects of secondary grade, in addition to the rudiments. In these schools certain hours were set apart for those who were learning to read, write and cypher. In some, only the higher subjects were taught. The higher classes were patronised not only by older apprentices who had received an elementary education, but also by young men and adults of independent economic status. Like the

[34] New York Gazette Revived in the Weekly Post Boy, Sept. 18, Sept. 25, Oct. 2, Oct. 9, Oct. 16, Oct. 23, Oct. 30, 1752.

[35] New York Gazette, July 14–21, July 21–28, July 28–Aug. 4, Aug. 4–11, 1735. (Smith Street.)

[36] New York Weekly Journal, April 4, 1737. ("lower End of Stone Street")

[37] New York Mercury, May 19, May 26, 1766. (French Church Street)

[38] New York Gazette and Weekly Mercury, May 13, May 20, 1776. (King Street)

evening schools of elementary grade, they were designed for "those who cannot spare time in the day time."

As in the case of evening schools offering instruction only in the three R's, there was no agreement among the masters that all the evening schools in the city should begin their terms at the same time. Thomas Metcalfe, in 1747, conducted his evening school "all the Summer,"[39] and in 1759, James and Samuel Giles also decided to keep theirs "during the Summer Season."[40] In most instances, however, these schools were advertised to begin in the months of September,[41] October,[42] and December,[43] and an appreciable number still observed the "Custom here immemorial" of running "during the Winter Season."[44]

In none of the advertisements of evening schools of this class is the length of the term definitely stated, but we may safely infer from evidence of several kinds that the schools were run on a quarterly plan. Some were kept "during the Winter Season," and others during the "Summer Season." It is very probable that the

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[39] New York Evening Post, Aug. 3, 1747. (Wall Street)

[40] Parker's New York Gazette or Weekly Post Boy, April 30, May 14, May 21, May 28, 1759. (Maiden Lane)

See also advertisements of John Nathan Hutchins (Courtlandt Street) in New York Mercury, April 25, May 2, 1763; and Thomas Carroll (Broad Street), in Ibid, May 6, May 13, May 20, 1765.

[41] New York Gazette or Weekly Post Boy, Aug. 14, Aug. 28, Sept. 4, 1758 (Edward Willett, and George Adams, French Church Street); Ibid, Sept. 8, Sept. 15, Sept. 22, Oct. 6, Oct. 13, Oct. 20, Oct. 27, 1755 (James Wragg, Ferry Street); Ibid, Sept. 15, Sept. 19, Sept. 29, Oct. 6, Oct. 13, 1755 (John Searson, "opposite to the Post-Office"); New York Mercury, Sept. 7, Sept. 14, Sept. 21, Dec. 7, Dec. 14, 1761 (James and Samuel Giles); Ibid, Sept. 7, 1761 (John Young); New York Gazette and Weekly Mercury, Sept. 30, 1782 (J. Mennye, 56 Beekman Street).

[42] Royal Gazette, Oct. 6, 1781 (Mr. Davis, 63 Maiden Lane); Ibid, Oct. 18, Oct. 22, 1783 (J. Mennye, "32 Gold Street, Corner of Beekman Street"); Rivington's New York Gazetteer, or Connecticut, New Jersey, Hudson's River, and Quebec Weekly Advertiser, Oct. 6, 1774 (Gollen and Mountain, "Crown Street, near the North River"); New York Gazette or Weekly Post Boy, Oct. 8, Nov. 26, 1753 (John Lewis).

[43] New York Gazette or Weekly Post Boy, Oct. 24, 1757 (Edward Willett, "next Door to Mr. Richards, in the Broadway"); New York Mercury, Nov. 10, 1766 (Thomas Carroll); Ibid, Nov. 23, 1761 (Thomas Johnson); New York Packet and American Advertiser, Fishkill, Nov. 20, 1783 (Edward Riggs, Little Queen Street).

[44] New York Gazette Revived in the Weekly Post Boy, Sept. 17, Sept. 24, 1750 (Gabriel Wayne, "near the Watch-House in the Broad Street," "during

expressions "during the Summer Season," and "during the Winter Season," refer to the three months of summer, or winter. Furthermore, in the advertisements that mention the rates of tuition, the various subjects were taught at so much "per Quarter."

Similarly, when we attempt to ascertain the evenings of the week on which these schools were kept, we find that pertinent advertisements are not numerous. In some instances, instruction was given every evening, and in others, certain evenings were "excepted." From an advertisement of 1772, we learn that James Gilliland taught "every Evening."[45] We may infer that Mr. Evans, who advertised, in 1781, that he would teach "in the evenings," kept school every evening.[46] Some masters stated definitely that their schools would be open on certain evenings only; James and Samuel Giles, in 1759, taught "in the evenings of all School Days, Wednesday and Saturday Evenings excepted;"[47] and John Nathan Hutchins, in 1763, omitted "Saturday evenings."[48]

The hours of instruction were not uniform throughout the city. Thomas Metcalfe, in 1747, "proposes to teach an Evening School, beginning at five to be continued till Sunset."[49] In most cases the hours were definitely stated, as: "from 5 to 7 in the Evenings,"[50]

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the Winter Season"); Royal Gazette, Oct. 17, Oct. 20, Oct. 31, Nov. 21, 1781 (Mr. Evans, 18 Great Dock Street, "during the winter").

See also New York Gazette or Weekly Post Boy, Dec. 12, 1768 (James Lamb, Rotten Row); Ibid, Jan. 12, Feb. 16, 1764 (William Cockburn, Hanover Square); New York Gazette and Weekly Mercury, Dec. 14, Dec. 28, 1772 (James Gilliland, "near the old City Hall"); Ibid, Jan. 14, Oct. 14, Oct. 21, 1782 (Mr. Davis); Ibid, Jan. 1, Jan. 8, Jan. 15, Jan. 22, Jan. 29, 1770 (George Robinson, Golden Hill); Ibid, Jan. 19, Jan. 26, 1778 (John Davis, "Maiden Lane between Nassau and William Streets"); New York Gazette Revived in the Weekly Post Boy, Jan. 21, Jan. 28, 1751 (Benjamin Leigh and Garrat Noel, "lower End of Broad Street, near the Long-Bridge"); New York Gazette, Jan. 18, 1762 (Thomas Johnson, "almost opposite to Leonard Lispenard's"); Rivington's New York Gazetteer, or Connecticut, New Jersey, Hudson's River, and Quebec Weekly Advertiser, Jan. 12, Jan. 19, 1775 (James Gilliland, Broad Street).

[45] New York Gazette and Weekly Mercury, Dec. 14, Dec. 28, 1772.

[46] Royal Gazette, Oct. 17, Oct. 20, Oct. 31, Nov. 21, 1781.

[47] Parker's New York Gazette or Weekly Post Boy, April 30, May 14, May 21, May 28, 1759.

[48] New York Mercury, April 25, May 2, 1763.

[49] New York Evening Post, Aug. 3, 1747.

[50] Parker's New York Gazette or Weekly Post Boy, April 30, May 14, May 21, May 28, 1759 (James and Samuel Giles); New York Mercury, April 25, May 2, 1762 (John Nathan Hutchins).

"from 6 to 7 o'Clock,"[51] "from 6 to 8,"[52] and "from Six to Nine."[53] The most popular hours seem to have been from six to eight.

Our chief interest is in the curriculum of these secondary evening schools. We shall find, upon examining the evidence of the advertisements, that these schools met the demand of a large class for practical instruction beyond the rudiments. In schools of this type, open during the day, as well as in the evening, the bookkeepers, merchants, surveyors and navigators of the period received their technical training.

The typical curriculum of these secondary evening schools comprised, in addition to the elementary subjects, bookkeeping, and the "practical Branches of the Mathematicks." Thomas Metcalfe's advertisement, of 1747, contains the simple statement that he would teach "Reading, Writing, Arithmetick, Mathematicks, &c."[54] For an interpretation of "Mathematicks &c." we must examine a more detailed advertisement, such as the following, of 1755:

NOTICE is hereby GIVEN that
JOHN SEARSON

Who teaches School at the House of Mrs. Coon, opposite to the Post-Office, proposes (God Willing) to open an Evening School, on Thursday the 25th of this Instant September; where may be learn'd Writing, Arithmetick Vulgar and Decimal, Merchants Accounts, Mensuration, Geometry, Trigonometry, Surveying, Dialling, and Navigation, in a short, plain, and methodical Manner, and at very reasonable Rates. Said Searson having a large and commodious Room, together with his own diligent Attendance,

[51] Royal Gazette, Oct. 17, Oct. 20, Oct. 31, Nov. 21, 1781 (Mr. Evans).

[52] New York Gazette and Weekly Mercury, Jan. 1, Jan. 8, Jan. 15, Jan. 22, Jan. 29, 1770 (George Robinson); Ibid, Dec. 14, Dec. 28, 1772 (James Gilliland); Ibid, Jan. 19, Jan. 26, 1778 (John Davis); Rivington's New York Gazetteer, or Conn., N. J., H. R., and Quebec Weekly Advertiser, Oct. 6, 1774 (Gollen and Mountain).

[53] New York Mercury, May 6, May 13, May 20, Sept. 30, Oct. 7, 1765 (Thomas Carroll).

[54] New York Evening Post, Aug. 3, 1747.

New York Gazette Revived in the Weekly Post Boy, Sept. 17, Sept. 24, 1750. Gabriel Wayne taught "Reading, Writing, Arithmetick, Navigation."

Ibid, Nov. 13, 1752. Nicholas Barrington ("near St. George's Chapel in Beekman's Street"): "Reading, Writing, and Arithmetick, both Vulgar and decimal, as also Navigation and Merchants Accounts."

New York Gazette or Weekly Post Boy, Oct. 8, Oct. 15, Nov. 26, Dec. 3, 1753. John Lewis: "Reading, writing, Arithmetic, Navigation, Surveying &c."

the Scholars will have it in their Power to make good Progress in a short Time.[55]

As early as 1723, John Walton taught, among other subjects, "Reading, writing, Arethmatick, whole Numbers and Fractions, Vulgar and Decimal, The Mariners Art, Plain and Mercators Way; Also Geometry, Surveying."[56] Further enlightenment is supplied by the course of study advertised by James and Samuel Giles, in 1759, which included the subjects just mentioned, and, in addition, "Interest and Annuities," "Extraction of Roots of all Powers," "Mensuration of Superficies and Solids," "Book-Keeping in the true Italian Manner of Double Entry," "Guaging," "Algebra," "Conic Sections," and "&c.&c."[57] The curriculum of Benjamin Leigh and Garrat Noel, in 1751, contained "Geography and the Use of Globes,"[58] and that of James Wragg, in 1755, "Astronomy."[59] "Gunnery" is added by Edward Willett and George Adams, in 1758,[60] and "Fortification," by William Cockburn, in 1764.[61]

An excellent summary of this comprehensive curriculum is given in Thomas Carroll's advertisement, of 1765. It follows:

Taught by Thomas Carroll, At his Mathematical School, in Broad-street, in the City of New York.

Writing, Vulgar and Decimal Arithmetic; the Extraction of the Roots; Simple and Compound Interest; how to purchase or sell Annuities, Leases for Lives, or in Reversion, Freehold Estates, &c. at Simple and Compound Interest; The Italian Method of Book-Keeping; Euclid's Elements of Geometry; Algebra and Conic Section; Mensuration of Superficies and Solids. Surveying in Theory, and all its different Modes in Practice, with two universal Methods to determine the Areas of right lined Figures, and some useful Observations on the whole; Also Guaging, Dialling, Plain and Spheric Trigonometry, Navigation; the Construction and Use of the Charts, and Instruments necessary for keeping a Sea-Journal (with a Method to keep

[55] New York Gazette or Weekly Post Boy, Sept. 15, Sept. 19, Sept. 29, Oct. 6, Oct. 13, 1755.

Ibid, April 7, April 21, May 5, 1755. James Wragg: "Writing, Arithmetick, Merchants Accounts, Navigation, Surveying, Mensuration, Guaging, Dialing, and Astronomy."

[56] American Weekly Mercury Philadelphia, Oct. 17–24, Oct. 24–31, Oct. 31–Nov. 7, 1723.

[57] Parker's New York Gazette or Weekly Post Boy, April 30, May 14, May 21, May 28, 1759.

[58] New York Gazette Revived in the Weekly Post Boy, Jan. 21, Jan. 28, 1751. The curriculum of this school included "a new invented Short-Hand."

[59] New York Gazette or Weekly Post Boy, July 14, July 28, Aug. 4, Aug. 11, Aug. 18, Sept. 1, 1755.

[60] New York Gazette or Weekly Post Boy, Aug. 14, Aug. 28, Sept. 4, 1758.

[61] Ibid, Jan. 12, Feb. 16, 1764.

the same, were the Navigator deprived of his Instruments and Books &c. by any Accident) the Projection of the Sphere, according to the Orthographic and Stereographic Principles; Fortification, Gunnery, and Astronomy; Sir Isaac Newton's Laws of Motion; the mechanical Powers, viz. The Balance, Lever, Wedge, Screw, and Axes in Peritrochio explained, Being not only an Introduction necessary to the more abstruse Parts of Natural and Experimental Philosophy, but also to every Gentleman in Business.

He will lecture to his Scholars, every Saturday, on the different Branches then taught in his School, the Advantage of which may in a little Time, make them rather Masters (of what they are then learning) than Scholars. He invites Gentlemen to visit his School, and be Judges of the Progress his Pupils will make, and the Benefit they must receive from him.

He will attend a Morning School in Summer from 6 to nine for young Ladies only, from Nine to Twelve and from Two P.M. to Five for all others who choose to attend; and a Night School from Six to Nine for young Gentlemen; or he will divide the time in any other Way, if thought more agreeable. Young Gentlemen and Ladies may be instructed in the more easy and entertaining Parts of Geography with the true Method of drawing the Plan of any Country &c. without which they cannot properly (be said to) understand that useful Branch of Knowledge; during this Course, Care will be taken to explain the true Copernican or Solar System, the Laws of Attraction, Gravitation, Cohesion &c. in an easy and familiar Manner, and if he is encouraged to purchase proper Apparatus, he will exhibit a regular Course of experimental Philosophy. He will not accept any but decent Scholars, nor crowd his School with more than he can teach at a Time. On this plan, if the Gentlemen of this City are convinced of the vast Utility it must be to the Youth here, and are of the Opinion that he may be a useful Member amongst them, and encourage him as such, he will do all in his Power to merit their Approbation, and give general Satisfaction; but if otherwise, he will accept of any Employment in the Writing Way, settling Merchant's Accounts, drawing Plans, &c. or of a decent Place in the Country till the Return of the Vessels from Ireland, to which he has warm Invitations. He must observe that he was not under the Necessity of coming here to teach, he had Views of living more happy, but some unforeseen and unexpected Events have happened since his Arrival here, which is the Reason of his Applying thus to the Publick.

N.B. Mrs. Carroll proposes teaching young Ladies plain Work, Samples, French Quilting, Knotting for Bed Quilts, or Toilets, Dresden, flowering on Cat Gut, Shading (with Silk, or Worsted) on Cambrick, Lawn, and Holland.[62]

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[62] New York Mercury, May 6, May 13, May 20, Sept. 30, Oct. 7, 1765.

See also detailed advertisements of J. N. Hutchins, in New York Mercury, April 25, May 2, 1763; and J. Mennye, in Royal Gazette, Oct. 18, Oct. 22, 1783. J. Mennye's advertisement contains the following: "And in order that no Part may be wanting, the Method of making Logarithms to any Number of Places will be taught in as extensive a Manner as they have hitherto been in any University in Europe; And whoever may be curious in these Arts, will be taught the Construction of his Mathematical Instruments, by which Means he can always prove any Instrument already made."

It is not known whether this school was actually established in 1765, but from an advertisement of November 10, 1766, we learn that "Thomas Carroll has opened a night school."[63]

It may not be inappropriate, at this point, to set out an interesting advertisement written by Mr Davis, in 1781. The item follows:

EDUCATION

Evening School, by Mr. Davis

in Maiden Lane, No. 63.

Where is taught Reading, a grace of the schools,
Writing, Arithmetic by easy rules,
Book-keeping, Geometry, too very plain,
And Navigation to steer o'er the main:
Surveying and Mensuration as well,
With rare Algebra to make you excell.
All those — and more he has got in his plan,
To rouse the genius, and furnish the man.

The Pupils may depend on an easy, elegant, perspicuous explication of things, being most conducive to rouse the genius, and invigorate the thought, or to inspire the mind, with a true and lively sense of what is taught, which cannot fail to enrich it with fruitful ideas; and as they shoot will not only be cherished, but made to flourish.[64]

In most advertisements of the colonial period, and in all colonies, merchant's accounts, or bookkeeping, was taught "after the Italian Method of double Entry." An interesting exception to, and criticism of, this method is to be found in an advertisement of 1770:

This is to inform the Public, That George Robinson, Late of Old England, purposes opening an EVENING SCHOOL, at his house on Golden Hill, New York, January the 8th for book-keeping as used in London, either in the wholesale or retail way: Has practised it upwards of twenty years, having served an apprenticeship in the mercantile way, and ever after constantly used to it. Presumes it necessary almost every Person intended

[63] New York Mercury, Nov. 10, 1766.

[64] Royal Gazette, Oct. 6, 1781.

Appended to Mr. Davis' notice of 1782, in New York Gazette and Weekly Mercury, Jan. 7, Jan. 14, Oct. 14, Oct. 21, 1782, is the following:

"These lively fields pure pleasures do impart,
The fruit of science, and each useful art,
Which forms the mind, and clears the cloudy sense,
By truth's powerful pleasing eloquence.
Ye hopeful youths, be sensible of this,
O! mark the fleeting time and profer'd bliss,
The only time when learning makes it way
Thro' dark ignorance, brightening into day;
Bright'ning into day, you'll in knowledge shine
Full orb'd with wisdom to the human mind
Ye hopeful Youths, come learn what he has told
Exalt your Minds and be what ye behold;
While Genius soaring, great Heights explore,
And grace your Talents with true Beauties o'er,
Till ornamented with the Flowers of Truth,
Ye shine bright Patterns for unlearned Youth."

for business should learn a course of book-keeping; but begs leave to say, not in the customary way: Witness the complaints among merchants and tradesmen, that the boys when they first come to business, are almost as ignorant in the management of their books as if they had never learnt any method. There is boys who have not had time to learn, or perhaps a capacity to understand a compleat course of the Italian, which is commonly promiscuously alone taught to all; there are also many intended for such business as that the Italian method is thrown away upon them. Hours from 6 to 8.[65]

Mr Davis, in 1782, taught "Book-keeping in an exemplary manner, so that the Book-keeper can adapt his ideas to any circumstance in trade and business."[66]

The practical purpose of trigonometry is seen in its relation to navigation and surveying. In the courses of study examined, it was usually allied with these two subjects. Several interesting records indicate this relationship. In advertisements of 1753 and 1754, John Lewis informs us that "What is called a new Method of Navigation, is an excellent method of Trigonometry here particularly applied to Navigation; But is of great Use in all kinds of Measuring and in solving many Arithmetical Questions."[67] William Cockburn, in 1764, taught "Trigonometry, with its Application to the taking of Heights and Distances . . . Spherical Trigonometry, with its Application to Great Circle Sailing and Astronomy."[68]

In some instances the "Theory of Surveying" was taught, in others, "both theoretical and practical." Obviously, the "Theory of Surveying" could easily be taught within doors. How the subject was taught in a practical manner is indicated by but one advertisement. John Nathan Hutchins, in 1763, announced, in an advertisement of his day school, that "Young Gentlemen inclined to learn Surveying, will be instructed in the Practick as well as the Theorical Part, he being provided with Chain and Compass, and has obtained Liberty of exercising his Scholars on a convenient Tract of Land not far distant."[69]

More detailed information is available for the course in navigation. By putting together the significant portions of many evening school advertisements, we are able to get a fairly adequate notion of

[65] New York Gazette and Weekly Mercury, Jan. 1, Jan. 8, Jan. 15, Jan. 22, Jan. 29, 1770.

[66] Ibid, Jan. 7, Jan. 14, Oct. 14, Oct. 21, 1782.

[67] New York Gazette or Weekly Post Boy, Dec. 24, 1753; Ibid, Jan. 7, Jan. 14, Jan. 21, 1754.

[68] Ibid, Jan. 12, Feb. 16, 1764.

[69] New York Mercury, April 25, May 2, 1763.

the scope of this subject. John Walton, in 1723, taught "The Mariners Art, Plain and Mercators Way."[70] From an advertisement of 1763, we learn that John Nathan Hutchins taught "Navigation by all the various Ways ever yet taught, whether Tabular, Logarithmetical, or Instrumental, also without the Help of Books or Scales. Gentlemen Mariners &c., may be taught the making and Use of all Sorts of Charts, Plain or Globular."[71] Further evidence of the practical character of the subject is supplied by an advertisement of 1764, in which the master proposed to teach "Navigation after an easy Method, by which a Man may be able to work a Day's Work in a few Weeks; also a new Method of observing the Latitude at any Time of Day, so very much wanted in thick Weather at Noon."[72] Some masters were able to give their students the benefit of actual experience; James Lamb, in 1768, announced that "he has had 16 years Experience at Sea," and "flatters himself he can render Navigation (in some Measure) familiar to the young Navigator the first Voyage."[73] Mr Davis, in 1782, advertised that he would teach "Practical Navigation by the most expeditious and approved methods, whereby the Navigator can never be at a loss upon any occasion, to find the ship's place, by dead reckoning and celestial observation, and to this purpose also are taught the doctrine of the Orthographic and Stereographic Projections of the Sphere, Spheric Trigonometry, with its application to Astronomy, by which he will be led to the summit of his wishes, it being supposed, a thorough knowledge of the New Method of finding the Latitude by two altitudes of the Sun, and of finding the Longitude by the Moon's distance from the Sun, &c."[74]

[70] American Weekly Mercury, Philadelphia, Oct. 17–24, Oct. 24–31, Oct. 31–Nov. 7, 1723.

[71] New York Mercury, April 25, May 2, 1763.

Royal Gazette, Oct. 18, Oct. 22, 1783. "The method of making a chart fitted to any Voyage, or to any extent of Land and Water." (J. Mennye)

[72] New York Gazette or Weekly Post Boy, Jan. 12, Feb. 16, 1764 (William Cockburn).

[73] Ibid, Dec. 12, 1768.

[74] New York Gazette and Weekly Mercury, Jan. 7, Jan. 14, Oct. 14, Oct. 21, 1782.

An advertisement of 1781 mentions this new method of "finding the latitude by two Altitudes of the Sun, and the longitude by the distance of the Moon from the Sun," and informs us that it was described in "John Hamilton Moore's Navigation." (Royal Gazette, Oct. 17, Oct. 20, Oct. 31, Nov. 21, 1781)

See also J. Mennye's advertisement in the Royal Gazette, Oct. 18, Oct. 22, 1783. "Navigation, together with the new Method of finding the Latitude

The evening school advertisements examined do not contain information concerning the fees for instruction in the practical subjects. Nothing more definite appears than the expressions "reasonable,"[75] "all at reasonable Rates,"[76] and "upon very reasonable Terms."[77] We must again rely upon the evidence of the advertisements of day schools. Robert Leeth, in 1752, taught "Book Keeping after the true Italian Method," for £4, "The Art of Navigation" for £3, and "Mensuration of Superficies and Solids, Surveying, &c &c. at a Price in Proportion to the other Branches of the Mathematicks."[78] If £4 was the prevailing rate for double-entry bookkeeping, it remained constant during the next fourteen years, at least; John Young, in 1766, advertised "Common Accounts for 40s., Merchants ditto after the Italian method for £4."[79] The incompleteness of the records makes it impossible to quote the fees for other secondary subjects.

In New York City there were many evening schools other than those belonging strictly to the types just considered. An interesting type was the evening academy,[80] a good illustration of which is given in the following advertisement:

There is a school in New York, in the Broad Street, near the Exchange, where Mr. John Walton, late of Yale Colledge, Teacheth Reading, Writing, Arethmatick, whole Numbers and Fractions, Vulgar and Decimal, The Mariners Art, Plain and Mercators Way; Also Geometry, Surveying, the Latin Tongue, the Greek and Hebrew Grammers, Ethicks, Rhetorick, Logick, Natural Philosophy and Metaphysicks, all or any of them for a Reasonable Price. The School from the first of October till the first of March will be tended in the Evening. If any Gentlemen in the Country are disposed to send their Sons to the said School, if they apply themselves to the Master he will immediately procure suitable Entertainment for them, very Cheap. Also if any Young Gentlemen of the City will please to come in the Evening

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will be taught in a short Time to those who are already acquainted with Figures."

Messrs. Gollen and Mountain, in 1774, taught "the use of Davis's and Hadley's quadrants." (Rivington's N. Y. Gazetteer, or Conn., N. J., H. R., and Quebec Advertiser, Oct. 6, 1774)

[75] New York Gazette or Weekly Post Boy, Sept. 8, Sept. 15, Sept. 22, Oct. 6, Oct. 13, Oct. 20, Oct. 27, 1755. (James Wragg)

[76] New York Mercury, April 25, May 2, 1763. (J. N. Hutchins)

[77] New York Packet and American Weekly Advertiser, Fishkill, Nov. 20, 1783. (Riggs)

[78] New York Gazette Revived in the Weekly Post Boy, Sept. 8, Sept. 15, Oct. 2, Oct. 9, Oct. 16, Oct. 23, Oct. 30, 1752.

[79] New York Mercury, May 19, May 26, 1766

[80] The term is here used in the traditionally accepted sense.

and make some Tryal of the Liberal Arts, they may have oppertunity of Learning the same Things which are commonly Taught in Colledges.[81]

This is the earliest available record of an academy in New York City, and the fact that it had evening, as well as day, classes, makes it doubly interesting.

Evening schools offering instruction in the ancient and modern languages were by no means uncommon. In Thomas Metcalfe's advertisement, of 1747, we find the statement that "At the Same Place in a separate Apartment will be taught Greek, Latin, Rhetoric, Prosody by a Person lately arrived from London, thoroughly acquainted with Classical Authors."[82] In addition to teaching the rudiments, Garrat Noel, in 1751,[83] gave instruction in Spanish, Thomas Ross, in 1754, French, Low-Dutch, and Latin,[84] and Timothy Wetmore, in 1777, Latin and Greek.[85] In schools emphasizing the practical subjects, Gabriel Wayne, in 1750, taught Latin,[86] and Benjamin Leigh and Garrat Noel, in 1751, Latin, Greek French, and Portuguese.[87] John L. Mayor, in 1753, offered courses only in French, Latin and Greek,[88] and Anthony Fiva, in 1774, in English, French, Spanish, and Italian.[89] Fiva taught these subjects with the view of fitting "his pupils in a short time to carry on an epistolary correspondence, so useful particularly to young persons in business."

Other subjects that appear in the curriculums of the period are English, geography and history. English was usually taught "grammatically;" in fact, grammar as a foundation for all higher work in "English reading and speaking" received a great deal of attention at this time. A long advertisement of Hugh Hughes's plan,

[81] American Weekly Mercury, Philadelphia, Oct. 17–24, Oct. 24–31, Oct. 31–Nov. 7, 1723.

[82] New York Evening Post, Aug. 3, 1747.

[83] New York Gazette Revived in the Weekly Post Boy, Sept. 2, Sept. 9, Sept. 16, Sept. 23, 1751. (Beaver Street)

[84] New York Mercury, Oct. 7, 1754 ("opposite the Merchant's Coffee House").

[85] New York Gazette and Weekly Mercury, Jan. 27, 1777 ("two Doors below Peck's Slip").

[86] New York Gazette Revived in the Weekly Post Boy, Aug. 13, Aug. 27, 1750.

[87] Ibid, Jan. 21, Jan. 28, 1751.

[88] New York Gazette or Weekly Post Boy, Nov. 26, Dec. 3, 1753 ("near the Long Bridge").

[89] Rivington's New York Gazetteer, or Conn., N. J., H. R., and Quebec Weekly Advertiser, May 19, May 26, 1774.

in 1772, throws considerable light upon the methods of teaching the subject.

To the PUBLIC

THE SUBSCRIBER proposes, if encouraged, to teach the English Language grammatically. And, for the Satisfaction of those who may be disposed to encourage such a necessary Mode of Education as that of instructing Youth in the grammatical Knowledge of their native Tongue, confessedly is, he gives the following sketch of a Plan which he has adopted. When the Pupil can read fluently and write a legible Hand, he will be taught the English Accidence, or the Properties of the Parts of Speech, as divided and explained in the latest and most eminent English Grammarians; that is DOCTOR LOWTH, and DOCTOR PRIESTLY, and others. After which he will be taught how to parse disjunctively, then modally, and instructed in the Rules of English Syntax; and, when he is sufficiently skilled in them to account for the Construction of the Sentences in general, he will receive Lessons of false Spelling and irregular Concord &c. taken from some classic Author, but rendered ungrammatical for the Purpose of trying his Judgment. When he has reduced these as near their Originals, as his Knowledge of Grammar will permit, he will be shown all such irregularities as may have escaped his Notice, either in the orthographical or syntactical Part. These Lessons will also be selected from different Authors on various Subjects; and frequently from the Works of those who are the most celebrated for the Elegance of their Epistolary Writings; as this Kind of Composition is acknowledged to be as difficult as any, and of greater utility. The erroneous Part in every Lesson will likewise be modified. At one Time, it will consist of false Spelling alone. At another of only false Concord. The next perhaps, will consist of both. The 4th may not be composed of either of them, but may contain some Inaccuracies or Vulgarisms &c. The 5th may retain all the foregoing Improprieties, and the last, none of them, of which the Pupil needs not to be apprised, for Reasons that are too evident to require a Recital. To the preceding Exercises will succeed others on the Nature and Use of Transposition — The Ellipses of all Parts of Speech, as used by the best Writers, together with the Use of synonymous Terms — A general Knowledge of all which joined to Practice, will enable Youth to avoid the many orthographical Errors, Barbarisms, inelegant Repetitions, and manifest Solecisms, which they are otherwise liable to run into, and in Time, render them Masters of an easy elegant Style by which Means they will become capable of conveying their Sentiments with Clearness and Precision, in a concise and agreeable manner; as well with Reputation to themselves, as Delight to their Friends — Lastly tho' the pointing of a Discourse requires riper Judgment, and a more intimate Acquaintance with the syntactical Order of Words and Sentences than the Generality of Youth can be possessed of, to which may be added the unsettled State that Punctuation itself is really in; so that very few precise Rules can be given, without numerous Exceptions, which would rather embarrass than assist the Learner: Yet, some general Directions may be given, in such a Manner as greatly to facilitate so desirable an Acquisition; and they will be attended to on the Part of the Tutor, in Proportion to the Susception of the Pupil.

But he doth not mean to insinuate that the most tractable of mere Youth can be perfected in all the Varieties of the Language in a few Quarters, as Perfection is not to be acquired by Instruction alone, any more than it is by Practice without Instruction. On the Contrary he knows that it is a Work which requires considerable Time and close Application, on the Part of the Pupil as well as great Care and Much Labour, on the Part of the Teacher; and that all hasty Performances in Grammar, have a greater Tendency to raise a slender Superstructure, than lay a permanent Foundation. Much more might be said on the Advantage resulting from this Mode of Education, were they not so very plain, that they scarcely require mentioning, and that this is only a Sketch. However, it may not be amiss to observe, that the Pupils by continually searching of their Dictionaries, in Quest of Primitives and their Derivatives, as well as the constituent Parts of compound Terms; besides learning the Dependence that native Language has on itself; will also treasure up in their Memories a vast Stock of Words from the purest Writers And, what is of infinitely more Value, their just Definitions, as every One of this Class will have Johnson's Dictionary in Octavo. Therefore, if it be true, that 'He who knows most Words, will have most Ideas,' and that on the 'Right Apprehension of Words depends the Rectitude of our Sentiments,' May it not be presumed, that such a Plan, in its full Extent, bids fair for improving the Minds of Youth in Necessary Knowledge, and consequently, is likely to produce intelligent Men and useful Citizens? The Consideration of which, is, with all due Deference most humble submitted to the respectable Public; by its greatly obliged and very humble Servant,

H. Hughes.

P.S. He intends, as soon as Opportunity will permit, to publish a Series of Ratios; calculated for converting, by Multiplication alone, any Sum of New York Currency or the Currency of any other Colony, into Sterling; but may be equally useful for finding the Value of a lower Currency in a higher; when the difference between them increases, or decreases, as it does between Sterling and Currency.

N.B. His Night School will be opened on Monday Evening the 6th of Jan. 1772.[90]

Messrs Gollen and Mountain, in 1774, taught "the method of reading and writing the English language with propriety, so as to avoid a vitiated pronunciation and a false orthography, qualifications too often neglected in the education of youth."[91] John Davis, in 1778, exercised "the greatest care, not only that they shall learn to read grammatically, but be taught properly and syntactically; whence they can discover the beauty and elegance of their mother tongue; that they may be able to construe what they read, thro' every part of speech. By this means, the scholar is fully taught to understand

[90] New York Gazette and Weekly Mercury, Dec. 30, 1771; Ibid, Jan. 6, Jan. 13, Jan. 20, Jan. 27, 1772.

[91] Rivington's New York Gazetteer, or Conn., N. J., H. R., and Quebec Weekly Advertiser, Oct. 6, 1778.

the science of what he reads; &, is enable to express himself with propriety."[92]

Another popular type of evening school, for "Young Gentlemen and Misses and Adults of both Sexes," was the "French Night School." The records indicate, that by the middle of the century, French was considered a "very fashionable and necessary language." A notice of 1757 informs us that "Young Gentlemen and Ladies may be taught the FRENCH language in a Manner the most modern and expeditious, by one lately arrived from London, who has made his Tour through France."[93] John Girault, in 1773, instructed "his pupils in all the variations of this polite tongue, after the rules of the most approved grammars, founded on the decisions of the Academy at Paris."[94]

[92] New York Gazette and Weekly Mercury, Jan. 19, Jan. 26, 1778.

See also the Royal Gazette, Oct. 18, Oct. 22, 1783. "J. Mennye, At No. 32 Gold-Street, Corner of Beekman-Street, proposes to open an Evening School, the 21st Instant; in which, and in the Day-School, the following Branches of Education will be taught: The English Language agreeable to the Rules laid down by the most approved Grammarians, and that the Memory may be as little burthened as possible, the Rules are compressed in as few Words as the Nature of the Subject will permit; and, in order that no Inconveniency may arise from this Conciseness, a greater Variety and Number of Examples are given to the Scholars, by way of Exercises than are to be met with in any English Grammar yet published; Besides, that no Illustration of the Rules which can possible be wanting, many Passages will be produced from our most celebrated Authors, to prove, that they themselves, have in many Instances, proved themselves to have been ignorant or inadvertant to several of the Rules which are now universally received as Canons; whence this Inference may fairly be drawn, that English Grammar has hitherto been too much neglected."

[93] New York Gazette or Weekly Post Boy, Oct. 17, Oct. 24, Nov. 21, Nov. 28, Dec. 19, 1757.

Ibid, Jan. 30, Feb. 6, Feb. 20, March 6, 1758 (John Philipse: "every Evening, from the Hour of Five till Eight").

New York Gazette and Weekly Mercury, Jan. 10, 1780. "THE FRENCH LANGUAGE Taught in the most perfect and easy Manner, by THOMAS EGAN Whose residence for many years in some of the first compting-houses in France, enables him to assure those Ladies and Gentlemen, who please to receive his instructions, that they will not be disappointed in his abilities." (30 King Street)

[94] Rivington's New York Gazetteer, or Conn., N. J., H. R., and Quebec Weekly Advertiser, Sept. 16, Sept. 23, Oct. 7, Oct. 14, 1773.

New York Gazette and Weekly Mercury, Sept. 9, Sept. 16, Sept. 23, 1771; Ibid, Sept. 7, Sept. 14, Sept. 21, Oct. 12, Oct. 19, 1772 (John Girault, "upper End of Stone Street").

Rivington's New York Gazetteer, or Conn., N. J., H. R., and Quebec Weekly Advertiser, Oct. 26, Nov. 9, Nov. 16, 1775. Francis Vandale, "next door to Mr. Rivington," taught "French and other languages."

The advertisements do not give definite information concerning the rates of instruction in the languages. Francis Vandale, in 1775, in his "day and evening school," taught "French and other languages . . . at very reasonable rates, "i. e., £2 "a piece (½ entrance) a quarter."[95] More detailed, but equally indefinite, information is available for the tuition fees of day schools. Robert Leeth, in 1751, taught "Latin, Greek, and the most useful Branches of the Mathematicks at a Pistole per Quarter, exclusive of a Pistole Entrance as has always been the Custom at Grammar Schools in this City."[96] William Clajon, in 1766, announced that "My terms are as follows, viz. For the French, Latin and Greek Languages, besides English Grammar, &c. . . 36s. entrance and 20s. per Quarter. . . I will teach . . . for 24s per Month, and 24s entrance, those of riper Years who incline to learn the French Language."[97] In the same year, Edward Riggs taught "the Latin and Greek languages . . . rhetoric, geography, &c. . . without entrance," for "five pounds a year."[98] Josiah Stoddard, in 1770, gave instruction in the "Latin and Greek Languages . . . for the small sum of four or five and twenty pounds per ann,"[99] and John Copp, in 1774, announced that for "the Latin and Greek languages, and arithmetic. . . Reading, and Writing, and the principles of English grammar. . . The price of tuition will not exceed fifteen dollars yearly; no entrance fee expected."[100]

The evening school of colonial New York was a unique institution. Whatever its type, it provided "at convenient Hours," for those "who cannot attend in the Day Time." In some cases it was patronised by pupils who attended "other Places of Education at different Periods, for other purposes." From these standpoints alone it rendered a distinct service to the period in widening the scope of educational opportunity.

The most popular evening school was the one that gave instruc-

[95] Rivington's New York Gazetteer, or Conn., N. J., H. R., and Quebec Weekly Advertiser, Oct. 26, Nov. 9, Nov. 16, 1775.

[96] New York Gazette Revived in the Weekly Post Boy, Sept. 18, Sept. 25, Oct. 2, Oct. 9, Oct. 16, Oct. 23, Oct. 30, 1752.

[97] New York Mercury, May 19, May 26, 1766. ("Consistory Room of the French Church")

[98] Ibid, May 26, 1766. (Kingston)

[99] New York Gazette and Weekly Mercury, Oct. 22, Oct. 29, Nov. 5, Nov. 26, 1770. (Kingston)

[100] Rivington's New York Gazetteer, or Conn., N. J., H. R., and Quebec Weekly Advertiser, July 7, July 14, July 21, 1774. (Flatbush)

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tion in the "practical branches." New York was a city of many trade and commercial activities, operating on land and sea; and the advertisements indicate that higher technical instruction was needed to prepare young men for these pursuits. Trade-training was provided by the apprenticeship system, but that institution could not adequately equip apprentices "for business either as mechanic, merchant, seaman, engineer, etc."[101] Very few men, outside the teaching profession were capable of giving thorough courses in arithmetic, algebra, geometry, trigonometry, astronomy, geography, navigation, surveying, bookkeeping etc.; and fewer could spare the time. Furthermore, merchants, engineers and ship-owners were demanding that the young men entering their employ, have this technical preparation. Undoubtedly, these schools exercised an appreciable influence in the direction of raising the "entrance requirements" of many pursuits. They were the commercial schools, or business colleges, of the colonial period. Their contribution constitutes a valuable chapter in the history of trade, as well as in the history of education, in colonial New York City.

[101] New York Mercury, May 6, May 13, May 20, Sept. 30, Oct. 7, 1765.

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